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Subject: Agenda for Mya 14 General Faculty Meeting

Date: Sat, 09 May 1998 12:22:04 -0400

From: Donald Davison <DDavison@Rollins.Edu>

Organization: Rollins College

To: Donald.Davison@Rollins.Edu

GENERAL MEETING

ARTS & SCIENCES FACULTY

Thursday, May 14, 1998

12:30 - 1:45 p.m.

GALLOWAY ROOM

I. Call to Order

II. Approval of Minutes from Arts & Sciences

Faculty meeting of April 23, 1998

(distributed)

III. Announcements and Information

A. Governance Elections for Committee positions

(additional nominations may be tendered from the floor)

B. Actions Taken by the Executive Committee

(see attachments below)

1. Change in Credit for International Baccalaureate

2. Grades received in ACS courses to count in students' GPA

3. Residency Requirement

IV. Old Business

V. New Business

A. Endorsement of Candidates for Graduation

B. Academic Affairs Committee

(see attachments below)

1. Mini-Term Interval

2. Tentative Calendar for 1999-2000

VI. Reports from Executive Committee

A. Academic Affairs-Status of German major

(see attachment #6)

B. Student Life-Diversity Day

C. Other Committee Reports

VII. Adjournment

Cookies and Refreshments Provided

ATTACHMENTS

Attachment #1.

Change in credit for International Baccalaureate

Our present policy is to give advanced standing to ``students with an IB Diploma, who score 5 or better on their Higher Exams. One course credit is allotted for each score of 5 or better.'' Note that since a student can take at most 4 subjects at the Higher level, this limits the amount of credit which we offer to 4 courses (16 semester hours). This current policy puts us at a competitive disadvantage in recruiting these students and may not be realistic when considering what the IB Diploma represents. The new policy is:

- a) For students with an IB Diploma and a score of 30 or better, one year (32 semester hours) credit
- b) For students without the Diploma, or with the Diploma and a score of less than 30, grant 8 semester hours of each higher level score of 5 or better and 4 semester hours for each score of 4 or better (on a higher or subsidiary level), to a maximum of 24 semester hours.
- c) Grant general education requirement credit as appropriate, to be determined by suitable bodies.
- d) Grant advanced placement in major courses, subject to departmental approval.
- e) A student who presents both IB and AP work in the same subject area would not be awarded double credit.

Attachment #2.

Grades received in ACS courses to count in students' GPA.

Presently, when a Rollins student takes an ACS course it appears on the student's transcript but the grade is not included in the student's GPA (see p13 of the Catalogue). AAC recommends that the last line in the ``Affiliate Programs'' paragraph on p13 be changed to ``Except for Associated Colleges of the South programs, grades are not factored into the Rollins grade point average.''

Attachment #3.

Residency requirement.

Our present residency requirement includes the sentence (p18 of the Catalogue) ``Moreover, students must be enrolled full-time in the College of Arts and Sciences (including ``X'' courses, but excluding Holt and Brevard) during the last two consecutive semesters.'' Because ``full--time'' is not unambiguously defined, AAC proposes that this sentence be changed to "Moreover, students must be enrolled full-time (at least 12 semester hours) in the College of Arts and Sciences (including ``X'' courses, but excluding Holt and Brevard) during the last two consecutive semesters.''

Attachment #4.

Miniterm/Winter Interval.

A. Description

Because most learning in life occurs outside of the classroom, the Winter Interval is designed to promote and facilitate a distinctive array of learning experiences. Students pursue a variety of activities

during the Interval. Some participate in field experiences that are attached to courses taught during one of the regular semesters (fall or spring). These off-campus learning experiences may involve international trips, trips within the state of Florida, local field trips, or service learning activities. Occasionally, experiences of this sort--including also laboratories and master studio classes on-campus--are offered even though not attached to a course in the fall or spring. These stand-alone experiences generally earn one semester unit of credit and are sponsored by individual members of the faculty.

The centerpiece of the Winter Interval is an on-campus forum that focuses attention on a topic of significance for the community at large. The topic can involve a broad public policy issue or an issue of local concern, and the forum includes special speakers, panels, debates, readings, films, plays, and so on. Various student groups are encouraged to participate in the planning and performing of the forum activities, which are scheduled for the week preceding the spring semester. Special workshops are also available to assist students in a variety of areas including computer software skills, career exploration, and preparation of a plan for their four-year course of study.

Participation in the Interval is voluntary, but students resident on campus are required either to participate fully in the forum or to enroll in one of the other credit earning experiences offered by the faculty. Participation in the forum or the stand-alone experiences earns one semester unit of credit on a pass-fail basis. (Failure to participate fully results in a grade of F which is recorded on the transcript and calculated as part of the cumulative GPA.)

The Winter Interval also provides an opportunity to recognize and celebrate student participation on campus. In addition to the activities of the forum, other student events are scheduled including performances in the arts and athletics.

B. Recommendation from Academic Affairs Committee

The Committee recommends as a theme for the first Mini-term one that deals with the issue of Individuals and Community. We recommend that a head of the Winter Interval be appointed (by the Dean of Faculty) and that a sub-committee be formed/composed of a wide sampling of faculty, staff, and students. This Winter Interval Steering Committee will organize and develop the proposed theme and also develop a method of assessment.

Attachment #5.
Tentative Calendar for 1999-2000.

(See below)

Attachment #6.
Status of German Major.

The Academic Affairs Committee, at its meeting on May 7, 1998, passed the following resolution:

- a) The major in German as presently constituted does not appear to be viable.
- b) The Department of Foreign Languages should prepare a proposal, by October 31, 1998, for a revised program.
- c) A decision on the formal closure of the existing German major should not take place until a replacement program is approved.

The Professional Standards Committee endorses a proposal from Judy Provost on behalf of Committee W to include a question with the course evaluations to support the College's efforts to encourage diversity and multicultural thinking. The following questions are presented for comment.

- 1- Instructor incorporates multicultural material into the course content where possible *& relevant*
- 2- Instructor demonstrates sensitivity and respect for diversity of students' and other world views within the classroom.
- 3- Instructor demonstrates sensitivity and respect for diversity of students' learning styles within the classroom.

We propose the following three steps of action:

1-The questions should be distributed on a separate sheet with the course evaluations. The sheet with the questions should not include the course name, but should include a question as to the level of the course (100,200 . . .) and the class standing of the student. The responses are then filed and read by faculty members, however, they do not become part of the faculty members' permanent collection of course evaluations for tenure or promotion cases. Instead, they are collected together for review by a subcommittee of the Professional Standards Committee and other interested parties. We propose this could be done for one year, 1998-1999.

Information to be gathered by this process would include the following: 1) whether the questions result in useful comments to help us understand the issues involved and how to rewrite the questions; 2) How the students perceive the classroom environment in terms of multicultural issues; 3) What areas we are doing well as a faculty and what areas we need to work on.

2- Sponsor workshops for the faculty in the following areas: How to incorporate multicultural material in courses; How to handle troubling or disruptive diversity-linked comments in the classroom; How to teach to students with varied learning styles.

3- Open discussions among the faculty about multicultural education. Bring the question to the faculty for discussion about whether we want to include these questions or others in the evaluation form and criteria for faculty evaluation.

Proposal for Faculty Endorsement at the May 14 Faculty Meeting
of
Community Building Day (September 16, 1998)

Submitted by the Student Life Committee

Overview

Based on data from surveys, focus groups, and student presentations there is a general concern among students, faculty, and staff about the sense of community at Rollins. Although this is a complex issue, the Community Building Day Planning Committee (a special ad hoc committee of Student Life) has identified several critical gaps between where we are and where we need to be as a community. These gaps or problem areas involve the fragmentation of the campus into divergent groups, the need for open lines of communication, a lack of trust and pride among community members. Based on this assessment the following acronym was developed to represent the mission and four major goals of Community Building Day.

Four Major Goals of Community Building Day: C.A.R.E

1. **Celebrate** unity and diversity by linking fragmented campus communities.
2. **Actively** engage in constructive dialogue by maintaining open lines of communication.
3. **Reinforce** a shared vision of Rollins in which we cultivate responsibility and develop mutual trust so we can take pride in our community.
4. **Evaluate** progress towards these goals through follow-up activities.

Vision and Theme

To structure the program events and establish a focal point for the day's activities, the committee has selected the theme **Creating a Caring Community**. The theme is designed to communicate the essential vision and purpose of this community effort.

Proposed Format

Date: Wednesday, September 16, 1998

Participants: Faculty, students, and staff would participate in the event in mixed groups of 15. These would be assigned before Community Building Day to provide opportunities to meet new community members and to monitor attendance. Community Building Day will be a required community event. Although classes will not meet in the usual manner, we want to avoid the idea that "classes are canceled" since this connotes a holiday instead of a work day.

Schedule of Events

9:30 - 10:15	Keynote Address on the theme "Creating a Caring Community"
10:30 - 11:30	Small Group Activities (i.e., icebreaker experiential exercises)
11:30 - 12:30	Small Group Activities (i.e., trust building exercises)
12:30 - 1:30	Lunch (food, displays, etc.)
1:30 - 2:30	Intergroup Activity I
2:30 - 3:30	Intergroup Activity II
3:30 - 4:00	Closure Event (facilitated by invited speaker)
5:00- 10:00?	Community Fair/Festival

Additional Information: If you have any questions about Community Building Day please contact John Houston, Chair of the Student Life Committee, at Jhouston@Rollins.edu or call 646-2099.

TENTATIVE ACADEMIC CALENDAR 1999-2000

FALL TERM 1999

New Students Report	Saturday, August 21
Returning Students Report	Tuesday, August 24
First Day of Class	Wednesday, August 25
Schedule Changes (Drop/Add)	Wednesday, August 25 to Tuesday, August 31

Labor Day Holiday	Monday September 6
Credit/No Credit Deadline	Tuesday, September 7
Drop without Notation Deadline	Tuesday, September 7

Midterm Wednesday,	October 13 (35th in-class day)
Fall Break	Thursday, October 14 to Sunday, October 17

Drop without Penalty Deadline	Friday, October 22
Thanksgiving Recess	Thursday, November 25 to Sunday, November 28

Classes End	Tuesday, December 7
Reading Day	Wednesday, December 8
Final Exams	Thursday, December 9, Friday, December 10, Monday, December 13, Tuesday, December 14

70 In-Class Days 3 Reading Days 4 Exam Days 4 Holidays
 14 Mondays/15 Tuesdays/15 Wednesdays/13 Thursdays/13 Fridays

SPRING TERM 2000

Winter Intersession Begins	Wednesday, January 12
M.L. King, Jr. Day	Monday, January 17
Winter Intersession Ends	Wednesday, January 18

First Day of Class	Wednesday, January 19
Schedule Changes (Drop/Add)	Wednesday, January 19 to Tuesday, January 25

Credit/No Credit Deadline	Tuesday, February 1
Drop without Notation Deadline	Tuesday, February 1

Midterm Tuesday,	March 7 (35th in-class day)
Spring Break	Saturday, March 11 to Sunday, March 18

Drop without Penalty Deadline	Friday, March 24
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Classes End	Tuesday, May 2
Reading Day	Wednesday, May 3

REVISED TENTATIVE ACADEMIC CALENDAR 1999-2000

FALL TERM 1999

New Students Report	Saturday, August 21
Returning Students Report	Tuesday, August 24
First Day of Class	Wednesday, August 25
Schedule Changes (Drop/Add)	Wednesday, August 25 to Tuesday, August 31
Labor Day Holiday	Monday September 6
Credit/No Credit Deadline	Tuesday, September 7
Drop without Notation Deadline	Tuesday, September 7
Midterm	Wednesday, October 13 (35 th in-class day)
Fall Break	Thursday, October 14 to Sunday, October 17
Drop without Penalty Deadline	Friday, October 22
Thanksgiving Recess	Thursday, November 25 to Sunday, November 28
Classes End	Tuesday, December 7
Reading Day	Wednesday, December 8
Final Exams	Thursday, December 9, Friday, December 10, Monday, December 13, and Tuesday, December 14

*70 In-Class Days • 3 Reading Days • 4 Exam Days • 4 Holidays
 14 Mondays/15 Tuesdays/15 Wednesdays/13 Thursdays/13 Fridays*

SPRING TERM 2000

Winter Intersession Begins	Monday, January 10
Winter Intersession Ends	Friday, January 14
M.L. King, Jr. Day (No Classes)	Monday, January 17
First Day of Class	Tuesday, January 18
Schedule Changes (Drop/Add)	Tuesday, January 18 to Monday, January 24
Credit/No Credit Deadline	Monday, January 31
Drop without Notation Deadline	Monday, January 31
Midterm	Monday, March 6 (35 th in-class day)
Spring Break	Saturday, March 11 to Sunday, March 18
Drop without Penalty Deadline	Friday, March 24
Classes End	Tuesday, May 2
Reading Day	Wednesday, May 3
Final Exams	Thursday, May 4, Friday, May 5, Monday, May 8, and Tuesday, May 9
Commencement	Sunday, May 14 (Mother's Day)

*70 In-Class Days (Including The Fox) • 3 Reading Days • 4 Exam Days • 5 Holidays
 14 Mondays/14 Tuesdays/14 Wednesdays/14 Thursdays/14 Fridays*

12 May, 1998- Recommended by Executive Committee

Final Exams

Thursday, May 4,
Friday, May 5,
Monday, May 8,
Tuesday, May 9

.....
Commencement

Sunday, May 14 (Mother's Day)

70 In-Class Days 3 Reading Days 4 Exam Days 5 Holidays (Not
including The Fox)

14 Mondays/14 Tuesdays/14 Wednesdays/14 Thursdays/14 Fridays

7 May, 1998 - DRAFT TWO - tms

Subject: UNAPPROVED Minutes of Faculty Meeting of May 14, 1998

Date: Mon, 14 Sep 1998 13:03:02 -0400

From: Donald Davison <DDavison@Rollins.Edu>

Organization: Rollins College

To: Donald.Davison@Rollins.Edu

Minutes of the May 14, 1998 meeting of the Faculty of A & S

To: Members of the A&S Faculty

From: H. Kypraios, Vice President and Secretary

Date: September 12, 1998

Subject: Minutes of the Faculty Meeting, May 14, 1998

The May 14, 1998 meeting of the A&S Faculty was called to order by D. Davison at 12:40 pm. Those in attendance were J. Addelston, B. Allen, M. Bekkedal, P. Bernal, G. Biery-Hamilton, E. Blossey, A. Boguslawski, W. Boles,

R. Bornstein, W. Brandon, S. Briggs, S. Carnahan,

B. Carson, R. Carson, G. Child, J. Child, E. Cohen,

T. Cook, L. Couch, D. Davison, J. Davison, H. Edge, L. Eng-Wilmot, E.

Friedland, L. Glennon, E. Gregory, D. Griffin, S. Hewit, J. Houston, G.

Howell, P. Jarnigan, J. Jones,

S. Klemann, D. Kurtz, H. Kypraios, T. Lairson, C. Lauer,

R. Lemon, L. Lines, K. Manny, C. McFarland, M. McLaren,

R. Moore, J. Nassif, M. Newman, M. O'Sullivan, T. Papay,

P. Pequeno, S. Phelan, J. Provost, B. Ramsey, K. Reich,

D. Rogers, E. Royce, S. Rubarth, M. Ruiz, J. Schmalstig,

W. Schmidt, E. Schutz, J. Siry, A.C. Skelley, T. Softic,

R. Steen, R. Stephenson, M. Stewart, K. Taylor,

L. VanSickle, M. Vargas, B. Walker, G. Williams W. Zhang;

Student Body Attendees: B. Conway, M. Malfa, M. Mitchell

I. Approval of Minutes

The minutes of the April 23, 1998 Faculty meeting were approved as distributed.

II. Announcements

D. Davison announced that the ballots for the Faculty Evaluation Committee and Appeals Committee were overwhelmingly approved.

B. Boles announced softball game for May 15th at 4:00

Ballots for Governance Committees were then distributed. E. Schutz was

added as a candidate for the Academic Affairs Committee. L. Valdez was

added as a candidate for Professional Standards Committee. S. Klemann

was added as a candidate for the Finance and Standards Committee.

D. Davison then reported three actions taken by the Executive Committee.

These, as reported in the attachments, concerned the credits awarded to

students entering with an International Baccalaureate degree, the

concept that grades received from courses taken at other member colleges

of the ACS will count in student GPA's, and a change in residency

requirements.

No questions were raised on any of these issues.

III. Old Business

No old Business.

IV. New Business

A. The Provost asked the Faculty for endorsement for the Candidates for Graduation from both the day and evening programs of A&S.

The Faculty endorsed the candidates unanimously.

B.1. D. Kurtz moved the proposal to adopt the Mini-Term Interval. The

AAC also recommended that a committee be appointed to oversee this

interval and proposed the theme of "The individual and community" for

next January.

Questions asked concerned how many faculty have expressed interest in participating, whether students could fail and would the failure show on the transcript (yes), and on the timing of publishing this information. Dean Briggs responded that these would not be the usual courses. These courses would be experiential and with unifying activities. The Faculty involved in the discussion have shown great enthusiasm, but additional discussion would be needed. He added that if this proposal passes, it would be organized, presented, and published in the fall.

The motion on the Mini-Term carried.

B.2. D. Davison then referred to the Tentative Calendar proposed. He pointed out a minor correction concerning the first day of spring term classes, which was listed as Wednesday, January 19th but should be Tuesday January 19th. Otherwise this tentative calendar parallels the 1998-99 calendar.

A motion was made and seconded to adopt this calendar.

H. Edge noted that some of reasons for eliminating the Winter Term were to end the spring semester earlier so that students could participate in summer school programs elsewhere and could seek jobs earlier. He asked if there had been any discussion on whether the spring term could start a week earlier.

D. Kurtz replied that a compromise was sought. We wanted to allow some extra time for student trips during the Mini Term while still allowing enough time at the end of the semester for students to enroll in summer school.

The Faculty voted to adopt the tentative calendar.

IV. Committee Reports.

D. Kurtz, from the AAC, reported on the status of the German Major. The AAC has decided to postpone a decision on this issue until the fall semester. This would give time for the Foreign Language department to revise and propose a change in the curriculum. The change considered is to change the German Major into a European Studies major.

S. Carnahan noted how in an era of a United Germany we will be dropping the German Major.

J. Houston, from the Student Life Committee, retraced the history associated with its charge on the issue of diversity and related issues. The SLC has identified four goals. First, to link together the fragmented elements of the community. Second, to open and maintain a constructive dialogue among the various groups. Third, to establish a shared vision of Rollins College that cultivates responsibility, trust and pride in our community. The fourth goal is to evaluate the process towards these goals. The purpose of Community Day is to jump-start this process.

Community Day was moved forward to September 16 so as to start this process as early as possible. Attendance would be mandatory. There will be a keynote speaker. The activities will be intra-group in the morning and inter-group in the afternoon. Finally, there will be a closing event. J. Houston then asked the faculty if they would endorse this resolution.

The resolution was endorsed and seconded.

Discussion and questions concerned: attendance, what students would have learned by the end of the day, and how staff participation would fit in this.

The faculty endorsed this resolution and Community Building Day.

D. Davison reported the results of the election for the Governance Committees. E. Royce was elected to the AAC.

L. Lines and D. Kurtz were elected for the PS committee.
J. Houston, P. Jarnigan, and R. Moore were elected for the SLC. J. Nassif, and S. Klemann were elected to F&S.
J. Schmalstig, from the Professional Standards Committee, presented a proposal submitted by J. Provost from Committee W. The proposal attempts to support the diversity initiative through a pilot survey on how this issue is treated in the classroom. Information could be gathered by adding some questions on a separate sheet of course evaluations on how cultural diversity is perceived in the classroom for a one-year period. Student responses would be filed with student evaluations, which could then be reviewed by faculty. Then these would be collected and evaluated by a committee of PS. The hope is to gather information on how students perceive these issues in the classroom. We could then see what we are doing right and wrong. This information would be useful in identifying issues for workshops. Faculty could then decide on how to proceed with this information with regard to further evaluations of courses and/or faculty.

G. Williams asked whether this evaluation could include student evaluation of other students on this issue. He also wondered if this could end up being interpreted as a question on political correctness, which may have an impact on different learning styles. The response was that adding another question on student perceptions of other students would be OK. However, the Committee felt that the question on instructors demonstrating sensitivity and respect for diversity of student learning styles should be left in the questionnaire.

K. Taylor added that we are now operating in the dark. This is a way to get information as to what is learning style.

S. O'Sullivan noted that some classes might not fit with these questions. For example, a course on women authors may be more appropriate than a course on Shakespeare.

D. Griffin was concerned that this could lead to misleading information. M. Ruiz suggested that questions ask students to illustrate and give examples of what they mean.

E. Cohen wondered if we weren't mixing issues on college assessment with teacher and course assessments. He didn't think it appropriate to link these two together.

S. Carnahan, in reviewing the history of this proposal, noted that some on Committee W wanted to propose that this be made part of the faculty evaluation process starting immediately. Others wanted to gather information for study. Since it may be that our students may be more knowledgeable on these issues than we are, this process was seen as a way of getting feedback from students on how to improve our courses.

J. Siry asked whether there was any support for faculty on appropriate learning styles.

S. Carnahan replied that workshops have been offered, but that these are poorly attended.

S. O'Sullivan thought that junior faculty could have cause to worry about this.

J. Schmalstig replied that there would be no tracing of faculty at this stage.

T. Lairson found the second question concerning sensitivity on world views to be problematic. For example, how does one demonstrate sensitivity to a student in class who is an avowed racist or fascist?

E. Schutz suggested that we endorse a review of our selves.
E. Cohen suggested endorsing a review of college policy.

D. Davison noted that this proposal is in a stage of compiling suggestions.

The meeting was adjourned at 1:44 pm.